



**WOLKITE UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**ASSESSING THE STUDENTS' PROBLEMS OF DEVELOPING EFFECTIVE  
PARAGRAPH WRITING SKILL IN FOURTH YEAR ENGLISH LANGUAGE AND  
LITERATURE STUDENTS AT WOLKITE UNIVERSITY.**

**SENIOR ESSAY SUBMITTED TO DEPARTMENT OF ENGLISH LANGUAGE AND  
LITERATURE FOR PARTIAL FULFILMENT OF DEGREE IN ENGLISH LANGUAGE  
AND LITERATURE.**

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**APPROVAL SHEET**

**WOLKITE UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE ASSESSING  
THE STUDENTS' PROBLEMS OF DEVELOPING EFFECTIVE PARAGRAPH  
WRITING SKILL IN FOURTH YEAR ENGLISH LANGUAGE AND LITERATURE  
STUDENTS AT WOLKITE UNIVERSITY**

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## **ABSTRACT**

This study was conducted to assess problems students' face in the process of developing effective paragraph writing skill in the case of Fourth Year English Language and Literature Majoring Students at Wolkite University. Furthermore, identifying causes which hinder students' writing effective paragraph in their academic study is also a crucial part of the research objectives. For the purpose of understanding students practice in depth and answering the research questions, both quantitative and qualitative methods were employed. The researcher analyzed unstructured and semi structured data by numerical description. The subjects of the study were Fourth Year English Language and Literature Majoring Students and English Language Instructors. The researcher used 10 students for sampling in order to collect relevant data from questionnaire. Three teachers were selected for an interview. The collected data through these instruments were analyzed and interpreted by qualitative and quantitative data analysis method and document analysis analyzed and interpreted by quantitative method. From this study, the researcher pointed out the following results: most students do not know how to use punctuation's appropriately and how to compose error free sentences, and how to maintain appropriate paragraph structure due to a number of factors such as lack of an experience, lack of information, lack of sufficient materials and so on. Therefore, few necessary recommendations were given to solve these problems. These were students should shape their awareness and attitude towards the writing of paragraphs in English language, students should exert their effort applying important principles for their writing, students should practice writing paragraph repeatedly in English, the teachers should encourage/expose them for writing, teachers should guide students with the necessary writing principals, teachers should provide students with timely feedback and valuable advice on how to handle the writing processes.

## **CHAPTER ONE**

### **1. INTRODUCTION**

#### **1.1 Background of the Study**

Language is a tool used to express feeling idea and emotion. But, ability to communicate fails if does not have any of the four language skills, namely writing, speaking, listening and reading. The skill of writing is given weight in our world of science and technology. This is because of scientific and technological achievements are stored and transferred in broad in written form. Besides, the people put ideas properly on paper if they attain the skill of writing. It is also true that his/her written work is understandable if his/her the ability to express himself in an accepted way of writing. Therefore, students must be good at writing to go with what is going in the today's world and to express themselves.

Writing is the art of fabricating symbols on a flat surface of some kind (Byrne, 1988). Thus, it is a skill, for it has something to do with practice. Writing is a method of representing language in visual or tactile form. Writing system sets of symbol to represent the sound of speech. Writing is a system of more or less exactly without the intervention of the speaker. Writing is a medium of communication that represent language through the inscription of signs and symbols, But writing is not just putting pen to paper or writing down ideas where as it is how this ideas are present or expressed effectively(Bruno,b.j.1931) writing can be in different language indigenous or foreign. Whatever the case, writing in language has different producers, forms and styles. When we see writing in English language, it has own form and types of writing like sentence and paragraphs. Writing as Toby, (2005) describes, it is an act of cognition on an essential activity to objectify and preserve thought to form relations and manipulate ideas one makes academic experiences personally and intellectually meaningful. The students writing competency plays an important role in their academic performance and achievements. To proceed in their field of studies, writing skill is an inevitable requirement both to acquire and convey ideas, feelings, knowledge and view.

In addition, Pearsall and Conningham(1988) and Emmons (2003) advocated that write in definitely hard working. Therefore, it is true that possess a number of problems to the students as

it is a skill that is difficult to master. It is believed that writing demands a great deal of skills and conventions such as writing, readings and grammatical rules for the students to become proficient and effective writers. Effective Paragraph is one of the most important things that help for once writer to write a good and reliable texts and it is a group of sentences that develop the main idea or topic. The topic sentence of the paragraph refers to what the paragraph as a whole is about. Effective Paragraph writing is widely given to language students in university level and some students committed different problems when they write effective paragraph. When we come to the point, university and college students most of the time face problems during writing in English language. Example at sentence level there are problems of fragment, run-on, comma splices, misplaced modifier, parallelism and beyond the sentence level there are problems of structuring and integrating meaningful and coherent paragraph. Therefore, students must be good at writing to go with what is going in the today's world and to express themselves.

## **1.2 Statement of the Problem**

English is used as an instructional medium in higher education. Those it plays a great role in the overall academic achievement of students. Hence, students should thought the language as effectively as possible so that they can have good common language. To meet that such purpose, emphasize should be given to all skills in the instruction of English language teaching and learning. However, as White Ronald(1989) points out, in the past days effective paragraph writing problem was not treated a skill and students practice it really. Consequently, in the case of Wolkite university students have series problems in expressing themselves through the written medium. The researcher interested to find out the problems that affect effective paragraph writing in assumption that effective paragraph writing is vital in achieving successes during academic study in university levels. According to Atkins (1996, *etal.*) suggested that writing is most important skill and needs more practice for students learning effectively. However, it have been heard that most students have difficulty during writing process. Yelay Birhan (2012) conducted research on assessing the qualities of academic writing in his research and he focused on only an academic aspect of writing and he has not overtly tried to study about the problem of students' effective paragraph writing skill.

Furthermore, Yitagasu Argaw (2011) Conducted research on assessing factors which hamper teacher's motivation on teaching essay writing. As it can be understood, his research focuses on motivation of teachers on essay writing. Moreover, another local researcher Temesgen Erabo (2013) conducted research to investigate factors that affect learner's motivation towards writing paragraph. Effective Paragraph writing is widely given to language students in university level and some students committed different problems when they write effective paragraph. Therefore, the researcher assessed the effective paragraph writing skill in fourth year English language and literature students at Wolkite University. There are many problems in the development of effective paragraph writing skill Such as grammar, spelling, punctuation marks, structure of sentences and capitalization.

### **1.3 Research Questions**

The researcher tried to answer the following research questions:

- What are the major problems committed by students when they write paragraph?
- What are the factors affecting students' effective paragraph writing skill?

### **1.4 Objectives of the Study**

#### **1.4.1 General Objective**

The general objective of this study is to investigating students' effective paragraph writing skill.

#### **1.4.2 Specific Objectives of the Study**

The specific objectives of the study were to:

- identify the problems which are committed by students in the process of writing effective paragraph.
- list the major causes that hinder students' effective paragraph writing skill.

### **1.5 Significant of the Study**

This study will have a great importance for students, teachers and writers in regard to shaping their understanding of students' paragraph writing level. Then, if the recommendations are put in to practice, it can improve the knowledge and capacity of the students to write quality

paragraphs. It can also provide new perspectives to students, teachers and other researchers on the issue of effective paragraph writing.

### **1.6 Limitation of the Study**

In this research study, the researcher expected some problems. Among these difficulties, lack of time and lack of reference material regarded to the topic. But, the researcher tried to avoid the above mentioned limitation, and studied effective research.

### **1.7 Scope of the Study**

This study delimited on investigating effective paragraph writing skills at Wolkite University fourth year English language and literature students.

### **1.8 Definitions of Key Terms**

**Writing:** Writing is a medium of human communication that represents language and emotion with signs and symbols.

**Paragraph:** Paragraph is a unit of writing which desktops one major idea.

**Development:** Development is a process of paragraph writing skills passes through different stages.

**Skill:** Skill is the ability to do something a well expertise.

## **CHAPTER TWO**

### **2. LITERATURE REVIEW**

#### **2.1 What is writing?**

Writing is a form of expression and communicating which enable learners to communicate ideas, feelings and different attitudes in a written mode. Writing can be an individual, a personnel, and social events. As it reported Miller (2001), as cited in Richards and Renanya, (2003, p.25) "even though the writing production is an expression of one's individuality and personality, it is important to remember that writing is also a social events, a way of communicating with people." In its simplest form, writing may be just using graphic symbol or reproducing in written form sometimes which has been heard or read. Writing becomes more complicated when it involves producing meaning full segments to carry a message in the language.

Accordingly, Widdoson (2001) stated "writing is the use of visual medium to manifest the graphically and grammatically system of the language. Writing in ones' language in the production of sentences as instance of usages" p.(62). Moreover, writing in a foreign languages requires the ability to use the language and its graphic representation productivity in an ordinary writing situation, writing cannot be achieved if there is no coherence between the words or the sentence which are arranged in a particular order and linked together for the production of the symbols is clearly not the end result of writing, we do not usually write random of sentences, but we write sentences in arranged, logical order and linked together in a connected style so that sentence will form a coherent (White, 1998:10). Thus students must master the graphic system of language, its grammatical structure, and select the appropriate vocabulary (mechanisms of writing) related to the subject matter. However, they fail to do for writing in the most difficult and complex skill, and also because it is an act of discovery. Another definition was given by Crystal (1999,P.214) who stated that "writing is not a merely mechanical task, a simple matter of putting speech down on paper. It is an exploration in the use the graphic potential of a language a creative process an act of discovery".

Being an expression and a social end over, Pincas (1992:125) go on the claim that "writing is a system of graphic symbols, letter or combination of letters which related to the sounds we produce while speaking".

## **2.2 Paragraph Writing**

Paragraph is a distinct section of a piece of writing. It usually deals with a single theme, and it is indicated by a new line, indentation, or numbering. It is a group of sentences that form a distinct unit developing one major idea. Length of a paragraph varies according to the complexity of the main idea to be developed. A typical paragraph often has about a hundred to hundred fifty words, and seven to ten sentences in which every point in the paragraph has a useful role to play in fulfilling the purpose of the paragraph. An effective paragraph develops a single idea and brings that idea into sharp focus. Therefore, a good paragraph is cohesive and fully developed. Paragraph, despite its length, has three parts: introduction, body and conclusion. The introductory section is an opening part of the paragraph. This part leaves the reader with the feeling that more information has to come for elaboration with supporting details. The reader expects that there will be some description or explanation within the paragraph that tells how many, which one, what kind of, when, where, how, why, etc. The body is the part of the paragraph which provides details to the central idea of the paragraph. Conclusion, on the other hand, is the section that ends the paragraph. The concluding sentence draws the paragraph to a close, and reflects the ideas expressed in the topic sentence.

## **2.3 Types of Paragraph**

Distinguishing between types of paragraph is simply a matter of determining the writer's goal. There are four form of paragraph writing. Those are: exposition, description, narration and argumentation.

### **2.3.1 Expository**

A type of paragraph that expresses, explain an idea, object or phenomenon. In exposition, the material which is communicated is primarily information. So when you write exposition, your purpose is to make clear the read how something works, how something is made, or how something is happened. It usually combines all or some of the following methods of development: cause and effect, classification, analysis, definition, comparison, contrast and illustration.

### **2.3.2 Descriptive**

Physical description creates a word picture it is the kind author's original impressionistic like sight, sound, smell, taste and touch .Description can be on objective or impressionistic.

### **2.3.3 Narrative**

It is a writing that "narrates" or tells what happened. It is concerned with describing a series of events, happenings or includes which may be real, historical or imaginary that leads to a conclusion. It is the kind of paragraph writing most people habitually turn to for recreation. They find in short stories and novels as well as in news stories historical accounts and essay.

### **2.3.4 Argumentation**

When one writes argumentation, his main purpose is to convince his reader about some issue, and persuade him to take some action or reconsider his perception towards something. A writer of argumentation presumes that he and his reader hold different position on a subject. The writer attempts to convince readers through logical reasoning in which a series of fact and judgment are arranged to establish a conclusion for argument (Melakneh M (2004).

## **2.4 Structure of the Effective Paragraph Writing**

Paragraph, despite its length, has three parts: introduction, body and conclusion. The introductory section is an opening part of the paragraph. This part leaves the reader with the feeling that more information has to come for elaboration with supporting details. The reader expects that there will be some description or explanation within the paragraph that tells how many, which one, what kind of, when, where, how, why, etc. The body is the part of the paragraph which provides details to the central idea of the paragraph. Conclusion, on the other hand, is the section that ends the paragraph. The concluding sentence draws the paragraph to a close, and reflects the ideas expressed in the topic sentence.

## **2.5 Specific Strategies for Improving Writing Skill**

These strategies are organized according to the order in what an academician might implement them. Following each strategy is a word that describes whether the strategy target motivation instruction, or feedback.

### **2.5.1 Emphasis**

Good writing skills are important to students both to their states feature compaction the units and their writing skill (motivation). Emphasis, as the term is used here, is the use of typographical effects to call attention to text. These effects can include italics, bold, all-caps, quotation marks, color, and so on. Emphasis attracts the attention of the reader or “cues” them to actions they must take or to information they must consider carefully.

### **2.5.2 Provide**

Students wait accident about the implication of substandard writing or both the value of good writing. It is the process of presenting what the writers’ need in the process of writing.

### **2.5.3 Read Aloud Quality**

Writing done by a former students, and encourage students listen to its flow with the permission of the writer. Name and praise him or her (motivation). It is the process of offering many words as possible to enrich the written materials.

### **2.5.4 Encourage**

Students should be encouraged to pay close attention to the grammar and punctuation they see in text books and other books and article, as well as in any sample paper (instruction). This can be managed through preparing relevant materials and providing guidance for the writers.

## **2.6 Essential Elements of Paragraph Writing**

### **2.6.1 The Topic and the Topic Sentence**

A writer needs to think and select a topic which is specific enough to write a complete paragraph. The topic of a paragraph is the subject matter or the theme that has been discussed or to be discussed in the paragraph. The title is the heading or name given to the paragraph. It is the summary of the topic /subject matter presented in a clear language (usually in a single word or a phrase) and placed at the top left or top middle of the page.

Not every paragraph necessarily has a title. Paragraphs that cannot stand alone and used as part of a longer piece of writing cannot have their own titles. Every paragraph, however, has a topic. When we develop any paragraph either that can stand alone or that can be used as part of a longer text, we always have the topic or the theme in our minds. Generally, Paragraph topics and titles should be narrow enough to be fully developed.

Topic sentence expresses the main idea of a paragraph. Topic sentences are not the only way to organize a paragraph, and not all paragraphs need a topic sentence. Topic sentences are useful, however, in paragraphs that analyze and argue. Topic sentences are particularly useful for writers who have difficulty developing focused, unified paragraphs (i.e., writers who tend to sprawl). Topic sentences help these writers develop a main idea or claim for their paragraphs, and, perhaps most importantly, they help these writers stay focused and keep paragraphs manageable. The final " wrap - up " sentence in a paragraph which is also known as a concluding sentence often reinforces the topic sentence.

A topic sentence usually:-states a definite opinion or attitude, provides the reader with a clear understanding of what a paragraph is about, gives direction to a paragraph that both the writer and reader can follow and begins a paragraph or is found near the beginning of a paragraph. Other sentences within a paragraph relate to the topic sentence.

### **2.6.2 Unity**

Unity in a sentence starts with the subject phrase. Every sentence has one individual, managing concept that is indicated in its subject phrase, which is generally the first phrase of the sentence. A sentence is specific around this main concept, with the assisting phrases offering details and conversation. In order to create a good subject phrase, think about your style and all the details you want to make. Choose which point pushes the relax, and then create it as your subject sentence.

### **2. 6.3 Supporting Sentences**

The body section of a paragraph is the part of the paragraph which provides details that refer back to the introductory sentence. The job of providing the specific information that answers

questions about the introductory (topic) sentence is carried out by the other sentences in the paragraph. These other sentences are usually called "supporting sentences". The information they give is commonly called "details" or "supporting details". Supporting Sentences can supply information about the topic in a number of ways. They may answer the question what kind of through defining or explaining something in the topic sentence, or by offering examples or a description of it. They may answer the question why by giving reasons that will help the reader to understand or agree with the idea suggested by the topic sentence. In answering some other questions, they may describe the causes or origins of the topic sentence, draw a conclusion from it, predict new events or ideas, or compare certain ideas with other ideas. They may also accomplish several of these purposes at the same time.

#### **2.6.4 Order and Coherence (Organization)**

A writer has to maintain order and coherence for the purpose of achieving a well organized paper. Order represents the way you arrange your assisting phrases. Whether you choose date order, order of importance, or another reasonable demonstration of detail, a solid sentence always has a certain organization. In a well-ordered sentence, people follow along easily, with the design you've established. Order helps people understanding your indicating and avoid misunderstandings. Coherence is the quality that makes your writing understandable. Sentences within a paragraph need to connect to each other and work together as a whole. One of the best ways to achieve coherence is to use transition words. These words create bridges from one sentence to the next. You can use transition words that show order (first, second, third); spatial relationships (above, below) or logic (furthermore, in addition, in fact). Also, in writing a paragraph, using a consistent verb tense and point of view are important ingredients for coherency.

#### **2.6.5 Completeness**

Completeness means a expression is well-developed. If all words clearly and properly assistance the significant idea, then your expression is complete. If there are not enough words or enough information to confirm your dissertation, then the expression is partial. Usually three assisting words, moreover to a topic expression and completing expression are needed for expression to be complete. The completing expression or last expression of the expression should sum up your significant idea by strengthening your topic expression.

## **2.7 Problems of Effective Paragraph Writing**

Writing is perhaps the most difficult skill to acquire both mother tongue and in second language. This is because there are psychological, grammatical, linguistic, sentence structure, and cognitive problem.

### **2.7.1 Psychological Problems**

Writing is essentially a solitary activity and fact that we required to write on our own by producing that idea form our mind without the benefit of feedback makes writing difficult Byrne (2004).

### **2.7.2 Grammatical Problems**

Learners have a numbers problem in their attempts to write in the second language. "As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students

### **2.7.3 Linguistic Problems**

The linguistic factor is also one problem in effective paragraph writing. In speaking, for example, ungrammatical utterances are being passed unnoticed by audience. In writing, however, there is no room to practice such happening. Effective paragraph writing is far away from unnecessary repetition of sentence. Byrne (2004) and David (2006) support this idea. According to them, writer should keep the channel of communication through their own effort by using concrete language to ensure whether the sentences are linked together and sequenced so that text they produce is interpreted in its own.

### **2.7.4 Problem of Sentence Structure**

Sentences reflect several of syntactic structure. Reid (1983) However, incapable learners use run-on incorrect and fragmented sentence west.(1966) in Tsegaye (2006:16). Kharma (1986) state that those student who have the problem of effective paragraph writing skill. According to Zamel (1983:22), cohesive devices are crucial in writing.

### **2.7.5 Cognitive Problems**

Cognitive problem is also difficulty, which students face during the process of effective paragraph writing. Effective paragraph writing is learned through instruction, direction, and

writers always need some sort of instruction on how to write. Christopher (2001) and Geoffrey (2008) support this idea as follows, learners have mastered the written form of the language and certain sentences, which are led applicable in speech, but are important during the process of writing.

## **2.8 How to Write Effective Paragraph**

According to J Lagan (2002:14) there are excellent ways to get practice in effective paragraph writing, even you beginning composing formal paragraphs. It is wise to keep daily or almost daily journal. Writing journal will help you develop the habit of thinking appear and will show you how ideas in the process of paragraph writing. A journal can make a writing familiar part of your life and can serve as a continuing source of ideas for papers.

Writers can write effective paragraphs by:

- analyzing the introduction paragraph(s) and main body paragraphs,
- looking at the structure and organization of a paragraph, and
- dealing with ways of creating a cohesive paragraph and reviewing cohesion.

## **2.9 Process of Effective Paragraph Writing**

Writing processes (steps) are the ways to make writing easier and effective. So, everyone who wants to state something have to think the way to say. Bayne. D. (1989) writing has many processes. So, to write effective text, the writer should give emphasis on the processes. There are many different ways to make writing effective and easier. The stages of writing are flexible accommodating variety of techniques and writing styles. (Betty Matrix 1999).

### **2.9.1 Pre-writing**

The writer gathers information and plays with ideas during the pre-writing stages. Pre-writing activities may include drawing, talking, thinking, and reading. Listening to tapes and records, discussions, role playing, problem solving and decision making activates, conducting library research shows that the students who are encouraged to engage in an array of writing pre-writing experiences evidence greater writing achievement than those jointed to gate to work on their writing without this kind of preparation ( Hold2kom.1982, Glatthorn1and etal.)

### **2.9.2 Outlining**

Outlining is a tool a writer use in the writing process to help organize our ideas, visualize our paper's potential structure and to further flesh out and develops points. It allows the writer to understand how he or she will connect information to support the claims of the paper. Outlining will help construct and organize ideas in sequential manner and thoughtful flow. Doing so allows you to pick relevant information or quotes from sources early on, giving writers steady foundation and groundwork when beginning the writing process.

### **2.9.3 Drafting**

The drafting process focuses on what the writer wants to say, while redrafting progressively focuses on how to say it effectively. The writer develops his or her topic on paper (or a computer screen) during the drafting stages beginning may be painful and difficult, producing false start and frustration with in the writer. In the process oriented approach the focus is content, not the mechanics of writing.

### **2.9.4 Editing**

Polishing of the draft takes place in the stage the writer gives attention to mechanics such as spelling, punctuation, grammar, and hand writing, and may also make minor lexical and syntactic changes.

### **2.9.5 Revising**

During this stage, the writer makes whatever changes he or she feels necessary. Revision may involve additions and deletions, changes in syntax. Sentence structure, and organization and in some case, starting over completely. According to Glathorn (1981) with drop (1983) and other researchers the revision stage is most productive of superior final products if it includes input from teachers of fellow students.

### **2.9.6 Proofreading**

Proofreading is the final stage of the writing process when the paper is evaluated for mechanical correctness, such as grammar, punctuation, spelling, omitted words, repeated words, spacing and format, and typographical errors. In proofreading, the writer carefully checks for errors before the paper is published or shared. The main purpose of proofreading is to improve the quality of the paper, ensuring there are no lingering mistakes, and correcting generalized discourse errors

or writing inconsistencies. Essentially, a writer wants to make sure he/she has a well-defined communication goal.

### **2.9.5 Publications**

Somers and Collins (1984, etal) and other investigators have found that students' motivation and achievements are enhanced when the student work is public for large audience than the teacher. Classmates, other students, parents, and community members are among the potential audience for students writing.

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY AND DESIGN**

#### **3.1 Research Design**

In this research, the descriptive study was applied because the descriptive study is concerned with describing the characteristics of a particular individual or group. The researcher has used both questionnaire and document analysis from the category of quantitative method and the interview as the qualitative method to gather the relevant data for the purpose of the data analysis.

#### **3.2 Source of Data**

In order to make the study effective and credible, the researcher used primary and secondary sources. The major source of the data for the current study was the information gathered from the participants, who are Fourth Year English Language and Literature Majoring Students and English instructors from the department of English language and literature who are teaching in Wolkite University. In short, primary source was mainly employed.

#### **3.3 Population of the Study**

This study conducted at Wolkite University. Therefore, the researcher took Fourth Year English Language and Literature Students as the research participant. Out of the English instructors, three were selected for the purpose the research.

#### **3.4 Samples and Sampling Techniques**

In order to select the samples from the total population, the researcher used simple random sampling techniques. The total population is 29 and from this, 10 students were selected using simple random sampling techniques for the purpose of responding to the questionnaire. The sampling technique helps the researcher give equal chance for each and every participant of the study. The general population of students from the same group was taken using comprehensive sampling technique for the purpose of the document analysis. Three instructors were selected employing purposive sampling technique for an interview.

### **3.5 Data Gathering Instruments**

As mentioned above in relation to the sampling techniques, questionnaire, interview and document analysis were used as tools to collect data from the research participants. The researcher used questionnaire in order to get vast information from many students at easy and, the questionnaire helped respondents to give information freely. Moreover, the researcher used interview using face to face communication so as to get detailed information from the instructors' perspective that were very important part of the discussion at hand. Finally, the document analysis was applied with the entire population of students.

#### **3.5.1 Questionnaire**

The researcher used the questionnaires as instrument of data collection. Every questionnaire prepared in simple and understandable way to identify students' problem on the development of effective paragraph writing skill. The researcher distributed eleven questions to the students. The questionnaire contains both open and close-ended questions. The required data collected from 10 students out of 29 students taking the course of Basic Writing Skills in the form of filling out the questionnaire.

#### **3.5.2 Interviews**

The researcher has used semi-structured interview format for the target respondents. The researcher selected three instructors, who have experienced delivering the writing courses a lot to analyze the students' effective paragraph writing problems, and the information from the interview was mainly used in order to investigate the issue under investigation from the perspectives of teachers experience and exposure and cross check what the students responded to the questionnaire.

### **3.6 Document Analysis**

In this instrument, paragraph writing title namely "Benefits of Education" was selected by the researcher to let respondents write their own short paragraphs. This was the most important tool for the study, because it is through the sample paragraphs that the researcher identified the

problems related to the process of developing effective paragraph writing skill by students' empirically.

### **3.7 Method of Data Analysis**

The collected data from the students' questionnaire and document analysis were put in table (percent and frequency) and explained in words/qualitatively for more clarity and understanding. The data gained through the instructor's interview were analyzed qualitatively. Generally, the researcher analyzed and interpreted the data quantitatively and qualitatively.

## UNIT FOUR

### 4. DATA ANALYSIS AND INTERPRETATION

As stated in preceding chapters, the general objective of this study was assessing the problems in the process of developing effective paragraph writing skill in Fourth Year English Language and Literature Students. In order to achieve the research objective, questionnaire, interview and document analysis were employed as an important data gathering tools. The response from students through questionnaire and interview, as well as from instructors through interview were tabulated and analyzed as follows.

#### 4.1 Analysis of Questionnaire for Students

**Table 4.1.1: Students' response on the importance of the writing skill.**

| S.N | Item  | Alternatives | Number of respondents | Percentage |
|-----|---|--------------|-----------------------|------------|
| 1   | Do you think writing is an important skill? | A. Yes       | 8                     | 80%        |
|     |   | B. No        | 2                     | 20%        |
|     |   | Total        | 10                    | 100%       |

Based on the above table 4.1.1, the highest number of respondents 80% of claimed that writing is an important skill. Whereas the remaining 20% of respondents said that it is not important.

Thus from the above data we can conclude that most of the students consider the writing skill as an important skills.

**Table 4.1.2: Students' response on the nature of the writing skill.**

| S.N | Item                                     | Alternatives | Number of respondent | Percentage |
|-----|--|--------------|----------------------|------------|
| 2   | Writing Skill is among difficult skills? | A. Yes       | 6                    | 60%        |
|     |  | B. No        | 4                    | 40%        |
|     |  | Total        | 10                   | 100%       |

In the above table 4.1.2, it is indicated that 60 % of the students said that writing skill is difficult. But 40% of them said that writing skill is not difficult.

This shows that considerable number of students believe that the writing skill is among difficult skills which may be one important factor affecting their way of learning or practice.

**Table 4.1.3: Students’ response to like writing a paragraph.**

| S.N | Item                             | Alternatives | Number of respondent | Percentage |
|-----|----------------------------------|--------------|----------------------|------------|
| 3   | Do you like writing a paragraph? | A. Yes       | 6                    | 60%        |
|     |                                  | B. No        | 4                    | 40%        |
|     |                                  | Total        | 10                   | 100%       |

According to the above table, 60% of respondents said that they like writing a paragraph. However, 40% of students responded that they don’t like writing paragraph.

Based on the above information, it can be said that students do have differences in their way of thinking and approach in terms of viewing the writing skill which determine their preferences. Their preference may also be attached with their perception of the writing skills.

**Table 4.1.4: Students’ response on teachers’ encouragement to write paragraph in English.**

| S.N | Item  | Alternatives | Number of respondent | Percentage |
|-----|---|--------------|----------------------|------------|
| 4   | Do your instructor encourage you to write paragraph in English? | C. Yes       | 8                    | 80%        |
|     |   | D. No        | 2                    | 20%        |
|     |   | Total        | 10                   | 100%       |

Based on the above table, the highest number of respondents 80% of claimed that their instructors encouraged them to write paragraph in English. Whereas the remaining 20% of respondents said that they have no encouragement to write the paragraph in English.

Thus from the above data we can conclude that most teachers encouraged their students to write paragraph in most of the cases.

**Table 4.1.5: Students’ response about having sufficient opportunity.**

| S.N | Item  | Alternatives | Number of respondent | Percentage |
|-----|---|--------------|----------------------|------------|
| 5   | Do you get sufficient opportunity to practice paragraph writing in class? | A. Yes       | 6                    | 60%        |
|     |   | B. No        | 4                    | 40%        |
|     |   | Total        | 10                   | 100%       |

According to the above table, 60% of the respondents said that they have sufficient opportunity to practice paragraph writing in writing class. However, 40% of students responded that their instructors do not give sufficient opportunity to practice paragraph writing in class.

This implies that some instructors might not provide their students with sufficient opportunity for the writing practice. This shows the gap in the teachers on how to guide their students which finally affects students’ effective paragraph writing skill.

**Table 4.1.6: Students’ response on the kinds of reference the teachers used.**

| S.N | Item  | Alternatives                        | Number of respondents | percentage |
|-----|---|-------------------------------------|-----------------------|------------|
| 6   | What kinds of reference your instructors most of the time use in teaching the writing skills? | A. Books/materials prepared locally | 3                     | 30%        |
|     |   | B. Foreign books                    | 1                     | 10%        |
|     |   | C. Handouts                         | 2                     | 20%        |
|     |   | D. All                              | 5                     | 50%        |

According to the above table, 30% students said that, instructors use books/materials prepared locally, 10% foreign books, 20% handouts and 50% said that instructors use all while teaching the writing skills.

Based on the above information, it can be said that instructors attempt is clearly seen in terms of using variety of teaching materials.

**Table 4.1.7: Students response on manner of their writing.**

| S.N | Item   | Alternatives | Number of respondents | Percentage |
|-----|--|--------------|-----------------------|------------|
| 7   | Do you check your grammar, punctuation, and spelling after writing paragraphs? | A. yes       | 4                     | 40%        |
|     |  | B. No        | 6                     | 60         |
|     |  | Total        | 10                    | 100%       |

According to the above table, 40% responded that we check grammar, punctuation, and spelling after writing paragraph. However, 60% students said that we don't check grammar, punctuation, and spelling after writing paragraphs.

This implies that large number of respondents have gaps in terms of understanding the role of the writing process for producing a successful paper particularly an effective paragraph.

**Table: 4.1.8: Students' response on check whether your ideas are clear and complete after writing your paragraphs.**

| S.N | Item  | Alternatives | Number of respondents | Percentage |
|-----|---|--------------|-----------------------|------------|
| 8   | Do you check whether your ideas are clear and complete after writing your paragraphs? | A. Yes       | 6                     | 60%        |
|     |   | B. No        | 4                     | 40%        |
|     |   | Total        | 10                    | 100%       |

According to the above table, 60% of the respondents said that they check whether their ideas are clear and complete after writing their paragraphs. However, 40% of students responded that they

do not check whether their ideas are clear and complete enough after composing their paragraph.

Based on the above information, it can be concluded that considerable numbers of respondents do believe the importance of maintaining clarity and completeness in the writing process. The finding also shows students difference in relation to their practice of the writing.

**Table: 4.1.9: Students response on paragraph structure.**

| S.N | Item   | Alternatives | Number of respondents | Percentage |
|-----|--|--------------|-----------------------|------------|
| 9   | Do you consider structure of a paragraph while writing your own paragraph? | A. Yes       | 40                    | 40%        |
|     |  | B. No        | 60                    | 60%        |
|     |  | Total        | 10                    | 100%       |

According to the above table, 40% of the respondents said that they consider structure of a paragraph while writing our own paragraph. However, 60% of students responded that they don't consider the structure of a paragraph while writing their own paragraph.

From this the researcher concluded that majority of the respondents do not have appropriate knowledge on paragraph structure. It also means, there might be some gaps in teachers directing students with the necessary information.

**Table 4.1.10: Students response on parts of a paragraph.**

| S.N | Item   | Alternatives | Number of respondent | Percentage |
|-----|--|--------------|----------------------|------------|
| 10  | Do you consider parts of a paragraph while writing your own paragraph? | A. Yes       | 8                    | 80%        |
|     |  | B. No        | 2                    | 20%        |
|     |  | Total        | 10                   | 100%       |

Based on the table 4.1.10, 80% of the respondents responded that they consider parts of a paragraph while writing their own paragraph. However, 40% of students responded that we don't consider the parts of a paragraph while writing their own paragraph.

This implies that most of the students consider parts of a paragraph while writing their own paragraph. This shows students' sufficient exposure on the issue of parts of a paragraph is

#### **4.1.11: What are the major difficulties you face in the process of writing paragraphs?**

Most students' responded to the open-ended question in relation to the difficulty they mainly face while composing a paragraph as planning, revision and publication. They also list the following points as their challenges in the process of writing paragraph:

- considering different main ideas at a time.
- neglecting a topic sentence or concluding sentence.
- lack of transitions/cohesive devices from one main idea to the next main idea or among sentences, within the paragraph.
- insufficient analysis of evidence which usually results in the incompleteness of the paragraph.

Based on the above response from students on the open-ended item, it can be shortly said that there are lots of gaps in students attempting writing an effective paragraph due to a number of factors such as students' perception, their lack of awareness, lack of interest and practice gaps in language teachers guiding their students etc.

## **4.2 Analysis of the Document Analysis**

### **4.2.1 The existence of a clear topic sentence.**

| S.N | Item                                    | Alternatives | Number of paragraphs | Percentage |
|-----|---|--------------|----------------------|------------|
| 1   | The existence of a clear topic sentence | A. Yes       | 10                   | 34.48%     |
|     |   | B. No        | 19                   | 65.51%     |
|     |   | Total        | 29                   | 100%       |

According to the above table, out of the 29 paragraphs, about ten paragraphs included a clear topic sentence on the topic of the Importance of Education. The rest 19 paragraphs do not show a clear topic sentence.

Based on the above information, it can be concluded that considerable number of students who wrote the paragraph could not include a clear topic sentence for the purpose of writing their paragraph which shows their gaps and inefficiency in writing.

#### 4.2.2 The existence of Supporting points at least three.

| S.N | Item   | Alternatives | Number of paragraphs | Percentage |
|-----|--|--------------|----------------------|------------|
| 2   | The existence of Supporting points at least three. | A. Yes       | 7                    | 24.1%      |
|     |  | B. No        | 22                   | 75.9%      |
|     |  | Total        | 29                   | 100%       |

Based on the above table, out of 29 paragraphs, 7 paragraphs include supporting points at least three. 22 paragraphs don't include supporting points at least three.

From this information some students were able to write the paragraphs including enough supporting points based on the criteria for writing good paragraph while most of the respondent students could not consider enough supporting points. This might be due to the gap they have about paragraph writing.

#### 4.2.3 The existence of appropriate conclusion.

| S.N | Item                                     | Alternatives | Number of paragraphs | Percentage |
|-----|--|--------------|----------------------|------------|
| 3   | The existence of appropriate conclusion. | A. Yes       | 19                   | 65.5%      |
|     |  | B. No        | 10                   | 34.5%      |
|     |  | Total        | 29                   | 100%       |

Based on the above table, out of 29 paragraphs, 19 paragraphs includes appropriate conclusion. However, the rest 10 paragraphs do not include the appropriate conclusion.

From the above information, it can be said that most of the students have the awareness of writing a conclusion as an important part of a paragraph while some students do not have adequate understanding on the need of considering appropriate conclusion while compiling a paragraph.

#### 4.2.4 Unity in the students' paragraph.

| S.N | Item                          | Alternatives | Number of paragraphs | Percentage |
|-----|-------------------------------|--------------|----------------------|------------|
| 4   | The paragraph maintains unity | A. Yes       | 9                    | 31%        |
|     |                               | B. No        | 20                   | 69%        |
|     |                               | Total        | 29                   | 100%       |

According to the above table, some students write a paragraph with unity. But the highest numbers of students do not write a paragraph depends on unity.

This implies that most students have knowledge gap in terms of understanding the essence of unity in writing paragraphs.

#### 4.2.5 Support in students' paragraph

| S.N | Item                             | Alternatives | Number of paragraphs | Percentage |
|-----|----------------------------------|--------------|----------------------|------------|
| 5   | The paragraph maintains support. | A. Yes       | 19                   | 65.5%      |
|     |                                  | B. No        | 10                   | 34.5%      |
|     |                                  | Total        | 29                   | 100%       |

Based on the above table, the highest numbers of students (19) write paragraph maintaining the quality of support. However, the rest 10 students write paragraphs without considering the quality of support.

The above information implies that most of the students understood one of the features of writing a good paragraph.

#### 4.2.6 Coherence in the students' paragraph.

| S.N | Item                               | Alternatives | Number of paragraphs | Percentage |
|-----|------------------------------------|--------------|----------------------|------------|
| 6   | The paragraph maintains coherence. | A. Yes       | 7                    | 24.1%      |
|     |                                    | B. No        | 22                   | 75.9%      |
|     |                                    | Total        | 29                   | 100%       |

Based on the above table, the highest number of students (22) do not write their paragraphs maintaining coherence. However, the rest 7 students write a coherent paper.

Based on the above table, it can be concluded that most of the students were not able to organize their paragraph properly due to their inability in applying the skill of organization.

#### 4.2.7 Completeness in the students' paragraph.

| S.N | Item                                  | Alternatives | Number of paragraphs | Percentage |
|-----|---------------------------------------|--------------|----------------------|------------|
| 7   | The paragraph maintains completeness. | A. Yes       | 8                    | 27.5%      |
|     |                                       | B. No        | 21                   | 72.5%      |
|     |                                       | Total        | 29                   | 100%       |

According to the above, out of 29 paragraphs, 8 paragraphs haven't maintained completeness. But the highest numbers of paragraphs (21) haven't maintained completeness.

Based on the above information, the researcher concluded that most of the students who wrote incomplete paragraphs reflect the cumulative effect of all the processes they have gone through their writing/paragraph.

#### 4.2.8 Spelling, punctuation and vocabulary use by students

| S. N | Item   | Alternatives | Number of paragraphs | Percentage |
|------|--|--------------|----------------------|------------|
| 8    | The paragraph avoids mechanical problems (spelling, punctuation and limited vocabulary). | A. Yes       | 10                   | 34.5%      |
|      |  | B. No        | 19                   | 65.5%      |
|      |  | Total        | 29                   | 100%       |

According to the above table, out of 29 paragraphs, 10 paragraphs avoids most of the mechanical problems (spelling, punctuation and limited vocabulary) and the rest 19 paragraphs reflects most of the mechanical problems (spelling, punctuation and limited vocabulary) in the written paragraphs.

From the above information, it can be said that considerable number of students have language problems in the process of expressing themselves or making meaning through their writing.

#### 4.3 Analysis of instructors' interview.

##### 4.3.1 How do students perceive the writing skills in general and paragraph writing in particular? Please specify.

As the teachers said writing skill is difficult course because it is a second language and difficult as perceived. Students who perceive writing skill positively are usually ready to practice. Teacher respondents also explained that some students do have negative attitude towards the writing skill and are unwilling to engage in writing in most of the cases

**.4.3.2 Do you provide students with sufficient time and room for practicing the writing skills? Please specify.**

The teachers responded that they are teaching the science of writing and they are giving home assignment (individual work) because individual assignment develops the students writing skills. one of the teacher however, said that they sometimes give their students writing assignments in group for the sake of course fulfillment. Which may affect students writing practice negatively, and students are shown being unable to properly organize the written materials.

**4.3.3 What kind of teaching strategies do you apply when teaching writing skills? And Mention the importance of those teaching strategies for the student's improvement?**

All teachers said that we apply different teaching strategies when they teaching writing skills. These are: using technology, student centered inquiry, visualization, organizing materials and cooperative learning. The importance of these strategies according to the respondent teachers is to make students good at writing skill.

From the above response of the teachers, concluded that the teachers attempt to apply different teaching strategies to let students practice the writing skills.

**4.3.4 Do you think spending considerable amount of energy and time is important to teach about the writing process? Please specify.**

Most of the teacher respondents agreed that students who learn the writing process score better results when it comes to writing assessments than those who receive only specific instruction in the skills. Furthermore, the teachers said that this type of authentic writing produces lifelong learners and allows students to apply their writing skills to all subjects.

Generally, spending considerable amount of energy and time is highly valued by the teachers

**4.3.5 If you think so, how much do you invest in teaching the writing processes such as pre-writing, outlining, drafting, revising and editing for the students? Please specify.**

From the three teachers, there is no difference in their response to the above question, and all of them said that writing course is very important and the writing is unthinkable without the writing processes. The teachers also said they usually give highlights to their students in relation to the writing steps mentioned above. However, the teacher respondents' doubt on the practice of the

writing processes by students since students usually jump to their first skipping the necessary steps to follow.

This implies that the teachers strive to teach the writing skills scientifically even if there might be gaps in terms of investing adequate time and effort by the teachers implementing the writing processes in students writing.

**4.3.6 Have you ever given paragraph writing assignment in group for the students on writing skill courses? Please specify.**

The teachers said that in most of the cases they do not deliberately give writing assignments in group because it hinders each of the students to try their own papers. “Someone from the group might write and the others might not write.” One of the respondent said that some teachers give writing assignment in a group.

This implies that teachers do not consider the effect of giving writing assignments in group which ultimately affects students’ opportunity exposure and ability in writing.

**4.3.7 What do you think about the significance of giving an assignment on writing a paragraph as part of the writing practice? Please specify.**

All of the respondent teachers said that writing a paragraph is the easier way of practicing writing in general as a paragraph is usually shorter and manageable. One of the respondent teacher added “it is simple to complex order in practice as paragraph is simpler than the other types of texts.”

All in all, the teachers underlined the importance of paragraph writing endeavor as part of students’ effort in writing.

**4.3.8 What kind of problems have you identified from the students while teaching Writing skills course and how have you managed to solve it? Please specify.**

The teacher respondents listed the following problems from students’ side:

- fear of learning
- difficulty getting started on writing assignments
- easy destructibility during writing tasks
- mental fatigue or tiredness while writing
- legibility in writing

- silly errors due to carelessness, and
- poorly planned papers.

After listing the above problems, the teachers forwarded the following solutions:

- review grammar and spelling basics
- read what you want to write
- proofread
- get feedback
- think about structure
- know some common fixes and
- set your work aside before you edit.

**4.3.9 What should be done to minimize the factors that affect the students in learning writing skill and the use of strategies? Please specify.**

The teacher respondents repeatedly mentioned the need for practice as an important measure to minimize factors affecting students learning of the writing skill. In addition, two of the teachers said that teachers should advice students to improve their perception in relation to the writing skill. Teachers need also to guide students appropriately and provide students with sufficient room to practice the writing skill along with timely feedback on students' attempt.

## **UNIT FIVE**

### **5. SUMMARY CONCLUSION AND RECOMMENDATION**

#### **5.1 SUMMARY**

The purpose of this study was assessing student's problems in the development of effective paragraph writing skill focus on Fourth Year English Language and Literature Majoring Students at Wolkite University. The other core aspect of the research was to identify factors affecting students writing. To meet the purpose of the research, a number of research instruments were applied to obtain relevant data on the topic such as questionnaire, interview and document analysis. Based on the information gained from the implemented research instruments, the following conclusion and recommendation were drawn as follow.

#### **5.2 CONCLUSION**

This study tried to assess problems of students in the development of effective paragraph writing. To accomplish this purpose the following research questions were formulated.

1. What are the major problems which are committed to by students when they write effective paragraph?
2. What are the factors affecting students' effective paragraph writing skill?

To answer these leading questions; interview, questionnaire and document analysis were used as data collecting instrument for the study. The subjects of the study were fourth year English language and literature students. Among those subjects 10 students were taken as sample study. The data collected from samples of the study were tabulated and analyzed by using percentage value technique. From the collected and interpreted data the researcher could see many problems in the students' paragraph writing related to their awareness, perception and practice.

Most of the students consider the writing skill as an important skill. However, students think that writing skill is among difficult. This clearly hinders their practice by affecting their interest and their willingness to try the writing.

According to the information obtained students are seen to hold different views towards the writing skill. The view of students is directly attached with their tendency/preference they put in writing skill.

It is found that, students writing paragraphs in most of the cases neglect the use of the writing process, appropriate paragraph structure, and appropriate language which is a direct reflection of the knowledge gap in students. Even if teachers give opportunity for their students to try their own papers, the guidance and time given by teachers is found to be inadequate which in turns affect students' knowledge and application. In line with this, most of the students' paper is also found to be full of language problems which indicate problems related to the use of the English language due to the lack of exposure and adequate practice.

Based on the information obtained through the course of the current study, teachers attempt is clearly seen in terms of giving students the opportunity to write their own papers, using variety of teaching materials and strategies. Moreover teachers do believe that spending considerable amount of energy and time is significant in the process of the teaching of the writing skills although gaps are practically seen in relation to the teachers practice. Teachers lack investing adequate time and effort in implementing the writing processes and all the other important aspects of the writing skill.

One of the issues raised on the investigation was the assessment practice by the teachers, and it is found that teachers sometimes use inappropriate assessment techniques for their teaching of the writing skill in contrast with their principle on the importance of individual effort to cope up with the writing.

### **5.3 RECOMMENDATIONS**

The researcher recommends the following, based on the above findings and conclusions: Since students' awareness and perception towards the writing skill is an important factor for the success of a writing effort, enhanced perception can boost students' interest and willingness for writing. On the other hand, this also helps students to control their fear and anxiety. Therefore,

- ❖ Students should shape their awareness and perception to minimize problems related to their writing.

- ❖ Teachers should help students shape their awareness and perception towards the writing skill through their valuable advices and guidance.
- ❖ Writing needs time and effort even more than the other skills to penetrate ideas and to properly practice, so the teachers should provide students with enough time and opportunities to practice writing.
- ❖ Responding on written and verbal feedback from teachers after students attempt is really valuable for learners, students can learn whether their writing is accurately and appropriately conveying its message if timely feedback is provided. Therefore, teachers should provide students with relevant feed backs throughout the writing processes which is a reflection of their appropriate guidance.
- ❖ Teachers should encourage students to apply components of the writing processes and the other scientific principles for good writings.
- ❖ Students need to be purposeful in selecting the strategies that help them to meet their writing goals.
- ❖ Teachers should continue with helping students to develop their writing habit in process underlying the need to plan for the writing before production, based on the nature of the writing skill.
- ❖ Reliable reference materials and examples should be provided in their library and classroom as well, so students can read more that many open the way for higher thinking and mental preparation. These in turn make students write better paragraph.

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## **APPENDIX**

### **WOLKITE UNIVERSITY**

#### **College of Social Science and Humanities**

#### **Department of English Language and Literature**

#### **APPENDIX-A**

#### **Questionnaire for Students**

The purpose of this questionnaire is to assessing students' problem in writing effective paragraph. Hence, this questionnaire is designed to gather valuable data about the issue, so your genuine and honest responses are very vital to the success of this study.

The researcher would like to thank and appreciate you in advance.

Read the following question and choose one letter from the given alternatives.

1. Do you think writing is an important skill?

A. Yes                      B. No

2. Do you think writing skill is among difficult skills?

A. Yes                      B. No

3. Do you like writing a paragraph?

A. Yes                      B. No

4. Do your teachers encourage you to write a paragraph in English?

A. Yes                      B. No

5. Do you get sufficient opportunity to practice paragraph writing in writing classes?

A. Yes                      B. No

6. What kinds of reference your instructors most of the time use in teaching the writing skills?

A. Foreign books              C. Books/materials prepared locally

B. Handouts                      D. all

7. Do you check your grammar, punctuation, and spelling after writing paragraphs?.

A. Yes    B. No

8. Do you check whether your ideas are clear and complete after writing your paragraphs?

9. Do you consider structure of a paragraph while writing your own paragraph?

10. Do you consider parts of a paragraph while writing your own paragraph?

11. What are the major difficulties you faced in the process of writing paragraphs?

.....  
 .....

APPENDIX-B

A checklist for the Document Analysis

| S<br>.<br>N | Evaluation<br>Criteria                               | Students do apply the<br>following:   | To very<br>high<br>extent<br>(5) | To<br>high<br>extent<br>(4) | To<br>some<br>extent<br>(3) | To<br>low<br>extent<br>(2) | Not at<br>all<br>(1) |
|-------------|--|---|----------------------------------|-----------------------------|-----------------------------|----------------------------|----------------------|
| 1           | Paragraph<br>Structure                               | Introduction(topic<br>sentence)   |                                  |                             |                             |                            |                      |
|             |  | Body(supporting points at<br>least 3)   |                                  |                             |                             |                            |                      |
|             |  | Conclusion(appropriate<br>conclusion reflecting the<br>main idea-using closing<br>remarks or summary) |                                  |                             |                             |                            |                      |
| 2           | Characteristi<br>cs of a Good<br>Paper/Paragr<br>aph | unity (oneness of ideas<br>throughout the paragraph)  |                                  |                             |                             |                            |                      |

|   |           |   |  |  |  |  |  |
|---|-----------|---|--|--|--|--|--|
|   |           | Support(adequate and specific supporting points)                |  |  |  |  |  |
|   |           | Coherence(organization)   |  |  |  |  |  |
|   |           | Completeness(fulfilling majority of the qualities)              |  |  |  |  |  |
| 3 | Mechanics | Sentence errors, limited vocabulary spelling, punctuation marks |  |  |  |  |  |

## APPENDIX-C

### Instructors' Interview questions

1. How do students perceive the writing skills in general and paragraph writing in particular?  
Please specify.
2. Do you provide students with sufficient time and room for practicing the writing skills?  
Please specify.
3. What kind of teaching strategies do you apply when teaching writing skills? And mention the importance of those teaching strategies for the student's improvement? Please specify.
4. Do you think spending considerable amount of energy and time is important to teach about the writing process? Please specify.
5. If you think so, how much do you invest in teaching the writing processes such as pre-writing, outlining, drafting, revising and editing for the students? Please specify.
6. Have you ever given paragraph writing assignment in group for the students on writing skill courses? Please specify.
7. What do you think about the significance of giving an assignment on writing a paragraph as part of the writing practice? Please specify.
8. What kind of problems have you identified from the students while teaching Writing skills course and how have you managed to solve it? Please specify.
9. What should be done to minimize the factors that affect the students in learning writing skill and the use of strategies? Please specify.

## APPENDIX-D

The following are some paragraphs that the researcher give for the students in the class and collected for the document analysis. The document analysis are analyzed depend on these paragraph entitled "Benefits of Education."

### Paragraph on benefits of education

~~Introduction:~~  
definition: education is one of most important tools for personal and societal development. It provides individual with the knowledge, skills, and abilities necessary to succeed in their personal and professional lives, and to contribute positively to society.

The benefits of education are numerous and far-reaching. education can improve health outcomes. education associated with better health behaviors, such as regular exercise and healthy eating, and a lower risk of chronic diseases such as diabetes and heart disease. Additionally education can lead to better access to health care and the ability to make informed decisions about one's health.

In conclusion, education is a fundamental human right and a key driver of personal and societal development. The benefits of education are numerous and far-reaching, and investing in education is essential for building prosperous, healthy and equitable society.

# Benefits of Education

Education has many benefits. These benefits are base for human being in case of education. As we know one person without education to construct own self very difficult for his/her. When we see the benefits of education one by one the first and the most one is education the tool of knowing oneself. In the world a person who ~~not~~ know own self is count as valueless person. For knowing one self education is very important instrument. The other benefits of education is to developing mentally and academically. Without education not possible to develop our selves mentally as well as academically. The benefits of education is not enough for this but also has many advantages in the life of human beings. To knowing the exchange or globalization of a ~~two~~ world is education is the base. Human being without education not know the exchange the world.

## Benefit of education

Education is very important medium to grow in life of human being. In human life, education benefits a lot in decreasing the difficulties of a hard life. It is about gathering knowledge and learning how to think and apply the knowledge to solve problems. Education delivers knowledge of equality among everyone in society and encourages the growth and improvement of nation. There are many benefits of education.

Firstly, Education gives the ability to read and write to anyone. A good education benefits is to grow and understand write and read. Secondly, Education develops self-confidence and ability to improve communication skills. Education plays a big role in our life that means when someone educates <sup>the</sup> different benefits from education. Behaviour change, to create relationships, to help other people and to learn about diversity from school.

Thirdly, Education can be change life style of human being and develop country. When many people learn in one country it increases change country.

Therefore, Education can be more advantage for all human being in life.

## Benefits of Education

Education has various benefits (important) for all human beings. Education provides an individual to do various activities which can improve societal problems and plays an important role in poverty reduction. Education is an important way in which people can improve their livelihoods and it is scientific way in which an individual become a conscious person. It is the knowledge, skill, and understanding that we can get (obtained) from learning. It is a field of study that is used for problem identifying and problem solving ways. It is important in which an individual's and societal attitudes, beliefs, values and behaviors can be change. Education also play an important role in economic development by providing ~~an~~ input ~~for~~ production and getting outputs and then reinvesting these output ~~in~~ in order to get more and more output. It ~~is~~ also crucial in organizational management which requires skilled or educated person. Therefore lack of getting education affects people in various ways. Generally education is a crucial important for human being in the world.

## \* Benefits & Education

Education is the action or process of educating or of being educated. In other word it is the action or process of teaching someone, especially in a school, college or university. There are many benefits & education some of those are listed below: Education used to get additional information or idea and to understand every thing easily so education is very important to ~~our~~ etc. The other benefit & education is to get new idea or in other word to create new things. this means to learn / create some things you have to have nice educated performance. Education is used for to transfer all known things to others. Generally Education is the passport for the future.

